**STAGE 2**

**Course:** ENG1D

**Unit Title:** Discovering Heroism in Narrative: Myths and Short Stories

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| **CULMINATING ACTIVITY:** *How will students demonstrate the desired understandings? What is the authentic performance task?*   * The focus of this unit has been myths and short stories. Therefore, the culminating activity will require students to create their own myth or short story using the elements that have been explored throughout the unit, including narrative elements: plot, character, conflict and setting and characteristics of a myth: stylistic purpose, context, and narrative traits. Students will be expected to use creative and original ideas in constructing their myth or short story and it must be structured according to the following guidelines:  1. Must fit into the heroism theme 2. Must contain the 5 components of plot (exposition, rising action, climax, falling action) 3. Must include one dynamic character and one static character 4. Must include one illustration that connects to the plot, character, or setting 5. Must be word processed double spaced or neatly written double spaced 6. Must present one of the main elements of your myth or short story to the class |
| **ASSESSMENT TOOL/STRATEGY FOR C. A.:**   * Planning Charts: students have been given a series of planning sheets in conjunction with the culminating assignment handout. The planning sheets include a conflict chart, a character chart and a plot chart, as well as a series of questions—all of which will assist in developing initial ideas and brainstorming efforts. Students will be given class time to fill out and complete these planning sheets. * Anecdotal Record: in the final weeks of the unit, the teacher will perform a series of ‘checks for understanding’ during lessons. These checks will serve as records for the students’ individual skill sets and progressions throughout the unit leading up to the culminating activity. * Observation: the teacher will be an active agent in the classroom during group work activity throughout the unit. This informal assessment technique will assist with identification of student strengths and weaknesses, patterns of behaviour and cognitive strategies. * Peer Editing: students will participate in a peer-editing workshop following the computer lab class, which will allow them to work through a detailed proof-reading checklist. The checklist will reflect students’ knowledge of grammar, spelling, punctuation and sentence structure as well as the specific expectations for the culminating. * Rubric: will be used to determine the overall grade of the final assignment |
| **OTHER ASSESSMENTS DURING THE UNIT:**   * Rapid Writing in response to a film clip - diagnostic - AforL, AasL * Whole-class discussion - AasL * Paragraph response -AforL, AasL * Mind Map: What Makes a Hero: AforL, AofL * Homework Review: AforL, AofL * Think-Pair-Share: AforL * Reading Review w/ Graphic Organizer: AofL * Class Barometer: AasL, AforL * Critical Movie Screening: AforL * Anecdotal Record: AforL * Observation-AofL * Exit Card-AofL * Jigsaw activity- AforL * Peer Editing Checklist- AasL |